

# MINNESOTA LIBRARIES



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LIBRARY DIVISION  
DEPARTMENT OF EDUCATION  
STATE OF MINNESOTA  
ST. PAUL

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# Border Film Council

MARIE KNUDSON

*Librarian, International Falls Public Library*

Two film councils have recently joined hands across an international border to form the Border Film Council. Individually, the International Film Council serves the city of International Falls and Koochiching County in Minnesota, while the Rainy River Film Council serves Fort Frances and the Rainy River District of Ontario. Collectively, they strengthen their respective organizations through the exchange of audio-visual materials and in the sharing of expenses.

Although the idea of the Border Film Council is new, international cooperation is as old as the communities themselves. The University of Minnesota concert series is sponsored jointly by Fort Frances and International Falls. We have an International Bridge Club, Golf Tournaments, Labor Festivals; even the radio station and daily newspaper are shared by the two towns.

The organization of our film council is the result of Mr. Lachlan Mac Rae's visit to International Falls last year. We, in the Public Library, had long been aware of the need for 16 mm. sound films in our community. But all that we had read and heard about audio-visual services made us think it was beyond our library. We thought we didn't have the money—the staff—the knowhow! It was Mr. Mac Rae who gave us the courage to tackle the project. Mr. Mac Rae was the guest speaker at the 1949 District M.L.A. meeting, which was held in International Falls. He described how the Fort William Public Library cooperated with the Thunder Bay Film Council in providing films and other audio-visual materials to the people within his community. After talking with Mr. Mac Rae, we realized that good film service is not the responsibility of a single institution or group but is a community enterprise which can be most successfully handled by a film council representing groups of the entire area. We were fortunate that Fort Frances, across the river, was also considering the organization of a film council at this same time. As a result, we were able to seek the assistance of Mr. Will Dougall, District Representative of the National Film Board of Canada, while he was working in Fort Frances. Representatives

of many community groups were invited to the Public Library to meet Mr. Dougall and discuss the functions and organization of a film council. It was from this core-group that the International Falls film council was organized in January, 1950. It was also Mr. Dougall who saw the possibilities and advantages of organizing the two sides of Rainy River into an area film council so he served as liaison between the two groups during the formative period.

Our film council is made up of representatives of community groups who are interested in using good 16 mm. films for their meetings. It is financed by membership fees ranging from \$5.00 to \$20.00 depending on the group's ability to pay and the expected use of the equipment. In addition to the usual officers of president, vice-president and secretary, the following committees were appointed:

1. *Projection Committee:* This committee is responsible for the training and certifying of projectionists who will be permitted to use the equipment.
2. *Pre-view Committee:* This group is responsible for pre-viewing films available to the council and recommending as well as stimulating their best use by member organizations or other special groups.
3. *Procurement and Promotion Committee:* It is the responsibility of this committee to search for new sources of films and to investigate new community needs of the same.
4. *Publicity Committee:* This committee consists of co-chairmen, one for radio and one for newspapers, who are responsible for advertising and publicizing the International Film Council and correlating their publicity with that of the same committee of the Rainy River district.
5. *Film Librarian:* Her responsibility is to schedule the shows and compile the records for the council.

The officers and chairmen of the standing committees compose the Board of Directors of the International Film Council. The organizational set-up is the same for the Rainy River Film Council, and the two Boards of

Directors have organized to form the Border Film Council. This council is chiefly a clearing house between the two independent film councils. The Border Council meets about four times a year—alternating their meetings between the two cities. These meetings are devoted to the discussion of how to use films more effectively, the prorating of expenses, and other problems pertaining to the management of the film councils.

From the very beginning, the library has been active in promoting the organization of the council and in cooperating with its program. It has been the meeting place for

the film council. The Library Board purchased the first projector and other basic equipment. The library houses the equipment, books the showings, keeps the reports and maintains an up-to-date film information file. It has meant many new problems and extra work for the library staff. But we believe it has been worthwhile. The film service is very popular and many people who had never set foot in the library are now visiting us regularly, seeking films and assistance in planning programs for their groups. The library has made many friends through this cooperative effort to give good educational film service to the Border Area.

### *Why Not Ask?*

Many librarians in Minnesota have not been fully utilizing the advantages provided by the *over-lending service* of the Library Division.

Often a librarian wishes she had a book for a special occasion but feels it would not be used after a short time. The high price often deters her from buying a copy of a title urgently requested by a patron. She scans book lists, seeing many titles which would be appreciated by a small number of people who patronize the local library. Reading glowing book notes, she wishes she could examine books before deciding to expend part of the library's inadequate book funds.

The Public Library Inquiry suggests that the library might leave the field of popular entertainment and devote itself to the "serious" communication needs of the community! Each enterprising librarian will wish to improve her service. Here the over-lending service of the Library Division can be helpful.

Each Minnesota library, large or small, can apply for a loan of these important, often expensive books from the Library Division, State Department of Education, Room 369, State Office Building, St. Paul 1, Minnesota. The loan period is for three weeks (except for a few 7-day books). Requests should mention title and author whenever possible. Subject requests should be specific.

Individuals living in areas without library service may write directly to the Library Division. Others are asked to have the local librarian transmit their requests.

Fiction and informational books, pamphlets, magazine articles and pictures are available. Films on library service may also be borrowed.



# The Midwest Inter-Library Center

RALPH T. ESTERQUEST

*Director, The Midwest Inter-Library Center*

A new development in American library history was started last fall when, on October 1, the Midwest Inter-Library Center was established in the city of Chicago. The Center, a creation of The Midwest Inter-Library Corporation, is an attempt on the part of the principal middle western universities to meet cooperatively the problem of the ever-expanding research library.

The University of Minnesota library and its director, E. W. McDiarmid, were instrumental in its establishment.

During the past fifty years the university libraries of the region have been rapidly accumulating the books and other materials needed for expanding research needs. They have had to grow fast. But now they have come to a crossroads and realize they can no longer hope to acquire everything that their readers and research scholars will need.

For one thing, libraries are now approaching the point where there are not enough copies of research materials so that one may be owned by every library where research in that subject is being carried on. Furthermore, the amount of valuable research material being issued by the presses of the world is too vast to be within the financial resources of any one institution. And finally, libraries are more than ever aware that space and staff for assembling and organizing material cannot be expanded indefinitely.

Because they feel that now is the time to re-examine library policies, administrators, faculty, and librarians of middle western universities have decided to take a bold stand against unquestioning acceptance of traditional practices. They are seeking, through cooperation, to prevent the duplication, confusion, and fragmentary service that seem to be ahead.

Two years ago, the presidents of the major middle western universities engaged Mr. Errett W. McDiarmid of the University of Minnesota library to survey the needs and to study the possibility of a regional storage library which would solve some of the problems of the large university libraries.

McDiarmid's findings reflected a general agreement that two major objectives were to

be sought in a regional establishment: (1) to provide more adequate research materials for the needs of midwestern scholarship and research, (2) to provide for economical and efficient utilization of resources to avoid needless duplication and expense. The fifty-one page report embodied a detailed proposal for accomplishing these ends through an inter-library center to be located in Chicago.

In March, 1949 the Midwest Inter-Library Corporation was incorporated under Illinois Law, a ten-man Board of Directors was chosen, and a \$1,000,000 capital fund came into existence through two gifts: \$750,000 from the Carnegie Corporation and \$250,000 from the Rockefeller Foundation. The governing board of directors, later increased to twelve members (one person appointed by each of the participating institutions), now includes two university presidents, three librarians, one university trustee, one provost, one graduate dean, and three university business officers.

Besides the University of Minnesota, the present membership of the Corporation is composed of the Universities of Chicago, Cincinnati, Illinois, Indiana, Iowa, Kansas, Notre Dame, and Wisconsin; Illinois Institute of Technology, Michigan State College, Northwestern University, and Purdue University.

The University of Chicago has given the land, the architects have completed drawings for a building to be constructed on Chicago's south side, in the 5700 block of Cottage Grove Avenue. It will have twenty individual study cubicles for visiting scholars, and a bookstack capacity of 2,000,000 volumes. It will contain space for photo-reproduction and will have both microfilm and microcard reading rooms. Construction begins in June, and the completed building will be ready for occupancy on January 1, 1951.

A full-time director has been employed since October 1. Until the new building is ready, the infant organization is being housed on the University of Chicago campus at 1116 E. 59th Street.

The Midwest Inter-Library Center is now taking the first serious steps toward the objectives stated above. During its initial period, it proposes to carry on two major activities: (1) cooperative collecting and housing of little-used materials for the use of the region as a whole, (2) developing a program for filling-out and enriching the resources of the region.

It is expected that next January when the Center's truck begins to make its calls at participating libraries to pick up books, newspapers, periodicals and other little-used research items ear-marked for storage in Chicago, some 1200 tons of books and newspapers will be ready to be transported.

In order that space relief may be offered quickly, and in order that material assembled in Chicago may be organized expeditiously, certain classes of materials will be represented most heavily in initial deposits. Among the classes designated are: state documents, older text books, dissertations, foreign parliamentary proceedings, college catalogs, house organs, trade publications, and directories.

To illustrate the method of assembling material, the state documents program might be described. It is contemplated that member libraries will deposit all state government publications which they define as little-used. In some instances, this portion may be as much as 70 per cent or 80 per cent of the total state documents holdings of an institution. During a designated period, state publications from all participating libraries will be assembled and organized at the Center. Duplicates will be eliminated, and a staff of experts will arrange the assembled collection and attempt to fill in gaps quickly in order that within a year or two the Center can announce that a reasonably complete regional collection of all the publications of the forty-eight states is on hand and available to members.

The *individual* library is thus relieved of a number of responsibilities: (1) the necessity of giving stack space to infrequently used state documents is eliminated, (2) maintenance of elaborate records for checking in state documents serials is not required, (3) expensive personnel may be freed from the time-consuming job of writing for new titles or missing numbers, (4)

cataloging is eliminated and (5) the binding or pamphlet box load is removed.

All this, of course, must be done at the Midwest Inter-Library Center, but the saving lies in the fact that the Center does once what has formerly been done in some eight or ten different libraries.

By eliminating this kind of duplication, individual member libraries hope to devote more energy and funds to improving service and acquiring needed new materials.

The Midwest Inter-Library Center has the funds necessary to fill in gaps and improve such collections as the state documents program suggests.

Law librarians in the area are particularly interested in a plan to assemble in the Center a comprehensive collection of the briefs and records of the various state Supreme Courts and the federal Courts of Appeal. This material is often available at little cost, but few law libraries in the Middle West have been able to assemble extensive holdings because of the space required to house the publications of even a few years. The documents of the Nuremberg War Crimes Trials are another example of bulky materials which the Center will house for the joint use of participating libraries.

Among the initial programs, one of great significance is the joint acquisitions plan under which the Center will purchase research items not now owned by any of the member libraries. There is wide agreement that the purchase of certain expensive but infrequently used sets can be justified on a regional, share-the-cost basis where they cannot be acquired by even the wealthiest individual institution. If this program goes forward it will give real meaning to one of the basic objectives of the Midwest Inter-Library Corporation, that of enriching the resources of the region.

Research scholars see much good sense in the plans of the Midwest Inter-Library Center, but they are often concerned with the possibility of having materials—even infrequently used materials—at some distance from the home campus. Favorable reception of the Center's plans is given after two aspects are pointed out: (1) the research man must realize that having an item available in the Chicago Center is better than not having it at all (the only alternative existing under present day conditions) and

(2) modern communications can streamline lending transactions to prevent the delays of the usual inter-library loan. For example, the Center will be attached to each member library by direct teletype wire, and requested items will usually be available on a twenty-four hour service. Furthermore, material sent to a research scholar need not be returned after a fixed period, but may be kept for purposes of his research program for whatever period seems justified.

No one knows precisely what services the

Midwest Inter-Library Center will undertake during the next ten or twenty years, or even what the initial services will mean to participating and non-participating libraries. If the University of Minnesota library is strengthened through its participation, there may be a gain for all other libraries in the state. And as the Midwest Center grows to contain 2,000,000 and more volumes, its assets should have a bearing on meeting reader needs, at all levels of research, throughout the Middle West.

### *Inter-Library Loan Service*

Through the generosity of the Twin Cities public libraries and the University of Minnesota library, the Library Division is able to offer an inter-library loan service which liberally supplements the lending service from its own collection. These libraries are willing to open their collections to borrowers throughout the state, by lending them books *when requested by the Library Division*. Since the collections of the three libraries total more than 3,000,000 volumes, the inter-library loan service is a source for a wide range of material not available from the Library Division's collection.

Because the three libraries are tax-supported, they must ask a service charge from borrowers outside their service areas. This charge is fixed at 25c for the first book in a package; plus 10c for each additional book; plus postage and, in some cases, insurance both ways. The lending library sends the books direct, enclosing a statement of the charge. Payment is to be enclosed when the books are returned to the lending library.

The Library Division will make use of the inter-library loan privilege whenever a request is marked, "Secure from another library if not in your collection." When requesting inter-library loans, if possible, librarians are asked to give the author's full name, the complete title of the book, and the date of its publication.

# Have You Considered Microcards?

MRS. KATHERINE ARENZ

*Circulation Assistant, Public Library, La Crosse, Wisconsin*

Are bound magazines, government documents, scholarly and technical works creating a "space crisis" in your library? Unless you are one of the fortunate few, your answer will be a discouraged, "Yes." But take hope! Perhaps you, like some three hundred libraries throughout the country, will find at least a partial solution in microcards.

Microcards are standard size catalog cards having on them not only a catalog entry in regular print but also, in greatly reduced microprint, the complete text of the book, pamphlet, magazine, or thesis described in the catalog entry. From thirty to two hundred pages can be reproduced on a single card; books containing a greater number of pages naturally require several cards. The material on the cards is made readable by use of a Microcard Reader, which magnifies the print twenty-four times.

The Reader, manufactured by the Northern Engraving and Manufacturing Company of La Crosse, Wisconsin, is available in two models. Two hundred and sixty libraries own Model 2 machines, which measure approximately twenty-six by fifteen inches at the base and are twenty-three inches high. The newer Model 3, now being used by forty-five libraries, is approximately twelve inches square and nineteen inches high. Weighing only eleven pounds, it may be considered portable. Both machines are priced under two hundred dollars.

Operating the Micro Library Reader (Model 2), which is the machine in use at the La Crosse Public Library, is not the least bit complicated; as a matter of fact, directions for using the Reader are given right on the machine. After lifting the lid, the user drops the card into a holder, face down, closes the lid, turns on the switch, and brings the print into focus by means of a knob on the right side of the machine. The entire process is said to take only five seconds. Page turning is accomplished by means of a knob on the top of the lid, which moves the cards both vertically and horizontally.

The Model 3 is said to be even easier to operate, as the card holder is on the outside,

thus eliminating the lid-lifting procedure. In using this model, the room need not be darkened, since the screen lighting makes the micro texts readable under ordinary lighting conditions. Another improvement in this new model is the adjustability of the screen, which by a push of the hand, can be tilted to the angle most convenient for reading without eye strain.

And now to the advantages of microcards. It is obvious that they save space; whole shelves of bound volumes, when reduced to microcards, can be housed in half a catalog drawer. But did you realize that microcards can help you stretch your book budget? Microcard books cost somewhere between one-twentieth and one-half of the price of the same works in book form. And think of the out-of-print books and special editions that may become available through this medium! A one-hundred dollar volume may be obtainable on a twenty-cent microcard.

Cataloging costs, too, can be reduced, for each microcard contains the following information: author, title, subject heading, Dewey Decimal Classification number and Library of Congress Classification number. The fourth important advantage is the elimination of binding costs. As more magazines appear in microcard editions, this will become an increasingly significant point.

While stressing the advantages of microcards over bound volumes in these specialized reference fields, it might be well to point out that microcards are also superior to microfilm in several respects. In the first place, when printed in editions of twenty-five or more, the cards are cheaper because paper is naturally cheaper than film. Cards are also easier to store and file, for no special cabinets or humidifiers are needed.

It is well to consider, too, that a microcard reader is much smaller than a good microfilm reader and costs only about a third as much. These two points will become more important as a larger number of magazines and more generally used reference works are put on microcards. Then it will be necessary for larger libraries to own sev-



eral readers so that more than one person may work at the same time.

The microcard project had its beginnings in 1944 with the publication of Fremont Rider's *The Scholar and the Future of the Research Library*. Mr. Rider, now Chairman of the Microcard Committee, is Librarian at Wesleyan University Library. Charles D. Gelatt of the Northern Engraving and Manufacturing Company became interested in the idea and promoted developmental work. Four years and a quarter of a million dollars were consumed before actual production got under way. The first book to be microcarded was Mr. Rider's own proposal.

At the present time all cards are produced by the Microcard Corporation, formerly known as Micro Library, of La Crosse. The Corporation may be compared to a printer in the book industry; it does the actual production work for the various microcard publishers. At the time of this writing there are eleven such publishers, with others making plans to enter the field. Each publisher selects his own materials with the approval of the Microcard Foundation, sets his own price, and accepts orders for the materials he publishes.

Foremost among microcard publishers, of course, is the Microcard Foundation of Middletown, Connecticut. The Foundation puts out a catalog type of periodical, *The Microcard Bulletin*, which lists items available from all sources. The number of volumes in the original set, the number of cards in the microcard edition, and the price of the latter are also given. For the sake of comparison, the price of the original volumes is listed, too, when possible.

Another microcard publisher is Peter Smith of New York, specializing in rare books. Springfield College, Springfield, Massachusetts, has put on cards twenty-four theses in the subject fields of physical education, recreation and camping, group work and guidance. The Catholic University of America is publishing the current year's doctoral dissertations on microcards. It is interesting to note that each candidate for a degree need type only one copy of his thesis. Two hundred microcard copies are then produced and made available for exchange with other universities.

Mathew Bender and Company of New York City publishes microcards in English and American law. J. S. Canner and Company, Inc., of Boston, has been issuing microcard reprints of scarce periodical sets, including, among others, *American Historical Review*, Volumes One to Five, *American Journal of Physiology*, Volumes One to Five, and the first thirteen volumes of the *Journal of Political Economy*.

Pennsylvania State College has published a technical bulletin, and the American Genealogical Index has done work in the areas of American genealogy, biography, and local history. A newcomer to the field is the Technical Microcard Publishing Corporation, New York, which, as the name would indicate, concentrates on scientific publications.

Of particular interest to librarians who are seriously thinking about acquiring a reader, or who already have one, are the microcard editions of the *Saturday Review of Literature* and *Newsweek Magazine*. *Newsweek* is publishing its microcards simultaneously with the regular edition. The magazine offers this advice to librarians: "Buy the regular edition and throw it away. It is cheaper to buy the microcard edition for future reference than to bind and store the regular edition." When one considers that the yearly subscription price for *Newsweek* microcards is fifteen dollars, while binding alone for the regular edition comes to almost thirteen dollars, one realizes how worthwhile this suggestion is.

Then, too, there is the cost of storage to be considered, a factor which is frequently overlooked. As Mr. Rider so clearly points out in his article, *Warehouse or Microcard?*<sup>\*</sup> storage must be considered not only in view of capital investment, the building of new additions, cost of stacks, etc., but as an important part of operating expenses, janitorial service, stack lighting, and heat.

To date, besides *Newsweek*, *The Saturday Review of Literature* is the only current periodical published on microcards. Others, however, are planning microcard editions, which may soon be available. Subscriptions to the *Saturday Review* (\$12.50 per year), as well as to the daily newspaper, the *Louisville Courier-Journal*, are handled by the Louisville Free Public Library. A number

<sup>\*</sup>Library Journal, May 15, 1950.

of pamphlets in the fields of government and economics may also be obtained from this source.

When the Southeastern Library Association meeting was held in their city in November 1948, the librarian and the mayor of Louisville became interested in the project. Fifteen microcard readers were purchased to be loaned by the library to other libraries in schools, colleges, and towns in the area. The library inaugurated its publishing career with the microcarding of Sabin's *Bibliotheca Americana*.

The integrating force for the entire project has been the Microcard Committee. The Committee consists of sixteen members, seven of whom are representatives of various national library groups. These are the Association of Research Libraries, Bibliographical Society of America, Medical Library Association, American Association of Law Libraries, Society of American Archivists, Association of College and Reference Libraries, and Special Libraries Association. Four members at large, a representative of the Library of Congress, and four trustees of the Microcard Foundation complete the Committee membership. Mr. Fremont Rider, who has been mentioned earlier, and whose brain-child the project is, acts as chairman of the Committee.

The first problem that faced the Committee was the formulation of a Microcard Code. The need for uniformity in regard to size, format, catalog entries, and the like is readily apparent. Standards had to be set up, too, for the reading machines. Now, with both these tasks satisfactorily completed, the group's main function is to advise on new developments and assist with new publication plans.

Working closely with the Committee is the Microcard Foundation, chartered by the State of Wisconsin as a non-profit educational institution. Four librarians are included on its board of trustees. The purpose of the Foundation is two-fold: to pioneer in the development of this new publishing field and to encourage others to enter it.

The Foundation has published a wide variety of titles. Some, of course, will be of use only to research libraries, but others, such as Dodsley's *A Selected Collection of*

*Old English Plays* and Bell's *British Theatre* should prove valuable in libraries of any size or type. And how many government depositories would joyfully supplant the 42 volume set of the *Annals of Congress* with 536 microcards, if they only could! The Foundation has also microcarded Volumes One to Twenty-five of the *Library Journal*, with a promise to do more later.

Microcards may be ordered from the Foundation and from some other publishers by individual titles as well as by sets. The least expensive method of ordering is by subscription to all items published in a given subject field, for then there is no handling charge. The subscriber is not obligated to purchase more than fifty dollars worth of cards within any one subject subscription in one year. If, however, the librarian wishes to be more selective and order by title, there is a twenty-cent handling charge for each unit ordered, whether it is a set or a single title. The price of the cards varies from ten to twenty-five cents each.

Microcard publishers, like book publishers, naturally want to put out the things that will be most useful to their market. Since, at least at the present time, the library is the largest market for microcards, it is up to the librarian to make her wants known. Future selections will undoubtedly be based largely on demand. The Microcard Foundation at Middletown will be happy to receive suggestions.

One project that many librarians would support enthusiastically is the microcarding of such government documents as the *Serial Set*, annual reports of departments, and the *Congressional Record*. This being a census year, attention is automatically drawn to the library's rows upon rows of census reports that are shelved in the basement or some other out-of-the-way spot. If some publisher, or even the Superintendent of Documents, could be interested in microcarding these and other documents that seldom, if ever, leave the library, what a boon it would be to the poor over-crowded depository! It would seem that many libraries would be willing to assume the cost of the cards, although they now receive the documents without charge, so great would be the savings in labor and storage costs. Is there a second to the motion?



# Training For School Librarians

RUTH ERSTED

*State Supervisor of School Libraries*

Several changes have been initiated recently in the certification and training programs for Minnesota school librarians. A new program is being developed in the State Department of Education which will include for all school and teacher-librarians a teaching certificate, the basis for which is a bachelor's degree from a college accredited for the training of teachers, eighteen semester hours of education, and a minimum of fifteen semester hours of library science. The minimum number of library credits represents a minor, and all training programs are to be approved by the Minnesota State Department of Education. The selection of fifteen semester hours for the minor corresponds to a similar requirement for subject teachers.

The development of this program, which recognizes that both school and teacher-librarians need the same basic preparation, will bring to an end the existing dichotomy between the training for these two groups. The amount of time allowed for library purposes no longer has any effect on the amount of training required for the librarian. The library endorsement has been abolished. This was a form of certification (established in 1937) which was issued to teacher-librarians who had six semester credits in library science.

To be developed with the standards for certification are standards for service. Schools with an enrolment of 200 to 500 pupils are expected to provide the librarian with at least one half of the school day for library service, and one full time librarian should be provided for each 500 pupils, or the major portion of that figure.

Because of the shortage of qualified people, this new program must necessarily represent only desirable goals for the present. All schools are urged to provide library service in accordance with the program just as soon as possible. It is expected that these standards will be reached by 1955, thus pro-

viding a five year period for the training agencies to set up appropriate programs and for the training of a sufficient number of qualified school librarians. In the meantime librarians working under permits now will not be eligible for renewals unless they have completed six semester credits of library science.

## Training

Several Minnesota training agencies, either teachers' colleges or liberal arts colleges with a department of education, have expressed an interest in the establishment of a training program offering a school library minor to meet the new program. Five colleges will schedule courses leading to a minor this summer: Mankato, St. Cloud, Moorhead, Bemidji and St. Scholastica.

The areas of training to be covered in the minor include materials courses at both the elementary and the secondary level, the functions of the school library, and the school library in the reading program. The courses in materials are planned to include printed materials of all kinds, recommended sources and criteria of selection, and an introduction to audio-visual aids. The organization of materials is included in the courses on secondary materials.

A two day workshop was held at the State Department of Education in May, at which time the instructors met to plan the work for this summer's courses. Attending the conference were Miss Mamie Martin, St. Cloud State Teachers College; Miss Marion Welken, Elementary School Library Supervisor at Albert Lea, who will teach at St. Cloud; Miss Janet Schmidt, Winona State Teachers College; Sister Antonine, College of St. Scholastica; Luella Swenson, Bemidji school librarian who will teach at the Bemidji State Teachers College this summer; Miss Odrun Peterson, Gustavus Adolphus College; and Miss Elsie Kivi, Moorhead State Teachers College.

# St. Paul Bookmobile

(Because of interest in details of modern bookmobiles, the following specifications are being published. The drawings mentioned are on file at the St. Paul Public Library. Miss Perrie Jones, Librarian, invites interested librarians to contact her in order to inspect the bookmobile or to make a trip in it. Editor's note.)

## Section I

### *Scope of the Work*

The work required under these specifications shall include all labor, material, and services necessary for and reasonably incidental to the delivery of a bookmobile, complete in accordance with specifications and drawings furnished. All work shall comply with plans and specifications.

### *Completion*

The successful bidder shall commence work on this bookmobile as soon as practical after date of award of contract and all work and delivery must be within the specified time.

The completion date for delivery shall be 60 days after signing of the contract.

## Section II

### *Type of Body*

Cab over engine bookmobile.

### *Design*

The design of the body is to be identical to the submitted drawing.

### *Chassis*

Type—Cab over engine, no cab

Gross vehicle weight—16,000 lbs. or equal  
Wheelbase—179" or equal to give proper cab to axle

Cab to axle—132" plus or minus 6"

Rear axle—1 speed, gear ratio from 6.1 to

6.5

Transmission—4 speed

Springs—Standard

Tires—7.50 x 20, 8-ply single front, dual rear, 1 spare, 8-ply tire to be supplied

Shock absorbers on front and rear (Rec. Houdaille Shock Absorber or approved equal)

Gas tank—35 gallons

### *Dimensions of Body*

Inside length back of driver's seat, 20' 0"

Inside width, panel to panel, 86 $\frac{3}{8}$ "

Inside height center aisle clear, 6' 6"

### *Generator*

Generator shall be Onan Model 10 LS 1000 watt, 60 cycle, A.C. electric starting and remote control, or Model 26, 1000 watt,

A.C. Kato power plant with electric starting and remote control, or approved equal.

### *Trickle Charger*

A trickle charger shall be supplied that operates from 110 volt electric current from garage for charging battery.

### *Battery*

Battery to be Heavy Duty Type — 200 ampere hour.

### *Framework, Composite Construction*

To consist of high quality, thoroughly air-dried Northern hardwood, properly reinforced at all points of stress with pressed steel stampings or forgings.

1. Cross sills to be 3" by 3" oak reinforced with  $\frac{1}{4}$ " channel pressed steel. Oak to be routed to accommodate channel so both steel and wood contact frame and body. (24" on centers.)
2. Vertical ribs to be not more than 24" on centers, one at every cross sill extending from roof quarters to bottom of skirt and braced to the cross sill under the floor by means of a steel gusset. Ribs to be not less than 2" by 2" oak.
3. Roof quarters to be supported at each rib by a pressed steel stamping of not less than 16 gauge steel.
4. Roof ribs shall be pressed steel channels 2" deep,  $\frac{7}{8}$ " wide I.D. extending from one roof quarter to the other and filled with  $\frac{7}{8}$ " oak.
5. Each corner post shall be two pieces of 2" by 4" oak mounted at right angles to each other, also the header between the posts. All component parts to be assembled by means of bolts and screws. No nails are to be used.

### *Floor, Double Construction*

To consist of a sub-floor of  $\frac{7}{16}$ " dense long leaf yellow pine with a top finished floor of  $1\frac{3}{16}$ " kiln dried, tongue and groove, matched ends, hardwood oak. Every longitudinal section of the floor to be fastened to each cross sill of the body with screws, the heads of which are carefully counter-sunk. After installation the entire floor is treated with Pittsburgh Plate Glass floor sealer or

equal. The double floor is covered with high quality heavy duty  $\frac{1}{8}$ " thick battle-ship linoleum, color to be as selected, carefully metal bound around all exposed edges. Undercoating for floor.

#### *Wheelhousings, Steel Construction*

To be built of heavy gauge steel to give adequate clearance for the tires of the chassis yet held to a minimum to avoid wasted space. Shaped square with rounded corners made in a one piece stamping, assembled with a non-drying caulking compound, "Alumilastic" or equal, in all seams of floor and sides to eliminate dust and moisture seeping into the body.

#### *Exterior Panels, Ply-metal Construction*

To consist of 20 gauge auto body steel bonded under pressure to  $\frac{1}{4}$ " three ply veneer to form ply-metal construction. This is required for additional strength, to eliminate rattles and rumble, level surface, and to eliminate a majority of dings and creases. To be installed in panels for easy replacement.

#### *Mouldings, Applied Snap-on Cover Type*

Exterior panels to be installed in four sections on each side of the body and two in the rear. The joints between these panels are to be filled with a non-drying caulking compound, "Alumilastic" or equal, to prevent leaking. All horizontal and vertical panel joints, with the exception of the top joint, are covered with 1" snap-on cover type moulding. The snap-on cover is electro plated to prevent excessive rusting. This particular type of moulding gives a neat streamlined appearance to the body. The top horizontal panel joints are to be covered with an aluminum drip moulding which drains roof water away from the panels and keeps body from streaking.

#### *Interior of the Body, Plywood and Steel Metal Construction*

Each side and rear of the body is to be panelled solid with high quality  $\frac{1}{4}$ " three ply veneer. The roof corner is to be lined with 20 gauge steel and the ceiling panelled with 20 gauge steel.

#### *Driver's Compartment*

The ceiling of the driver's compartment is to be lined with  $\frac{1}{4}$ " three ply veneer and finished to match the shelving. There are to be two standard cab doors, one on each side of the compartment, equipped with a ventilating window of safety sheet glass.

Two Models DS 243 Tropic Air bucket type seats or equal will be installed with a swivel arrangement.

Windshield to be V-type sloping construction of safety plate glass. There will be two vacuum type windshield wipers installed and two long-arm rear view mirrors will be mounted on each front side corner of the cab.

A heavy duty type hot water heater with built-in defroster attachment will be installed in the cab. Two defroster fans installed. Two sun visors installed.

#### *Shelving, Stationary Type, with Suitable Metal Strip and Bracket, to Accommodate 2600-3000 Book Capacity*

All shelves are to be stationary and to be constructed of high quality air-dried lumber in accordance with submitted drawings. The shelves are to slope at a 15-degree angle with sloping back walls at a 90-degree angle to the shelves. The shelves are to be covered with rubber mats and glued to the shelving. 3" space below lower shelves to be enclosed. Rear shelving to go clear to ceiling.

A 10 $\frac{1}{2}$ " by 18" clothes closet to be built in left back of body as shown in drawing with door cork covered on outside to be used as bulletin board. Cork to be of bulletin board type. See drawing. Lower cupboard in front of clothes closet as shown in drawings with black linoleum. See drawings for further detail.

#### *Desk*

A desk built of high quality air-dried lumber with card wells, card catalog drawers, knee hole provision, shelving, and folding top that is removable to be built in the front of the body directly behind the driver compartment as shown in drawing.

#### *Skid Rail, All Steel Type*

Each side of the body is to be protected with an all-steel skid rail located at the bottom of the skirt or exterior panels. The rail is to be bolted to the framework of the body and is to extend 1 $\frac{3}{4}$ " from the panels. This is on both sides and across the rear of the body.

#### *Rear of the Body, Vertical Type*

The rear side corners are rounded to a radius of approximately 4". The rear top corner is rounded to approximately 6" radius, and arched from side to side to give a neat streamlined appearance. The rear is

to be panelled with ply-metal construction the same as the sides of the body.

#### *Roof, All Steel Turret Type*

The roof is to be sheathed solid with  $\frac{3}{8}$ " three ply veneer fastened to oak in cross ribs. Over this sheathing is installed the 16 gauge steel roof top in one piece of the popular turret type. Three skylights, 20" by 20", spaced as shown in drawing, installed in roof. There are to be two layers of safety sheet glass in each skylight, one flush with the roof top and the other flush with the ceiling on the inside. Must be made completely water tight and guaranteed not to leak. Also, equipped with a sun filter material such as "Transshade" or equal that can be pulled across the skylights like a windowshade so the light will enter the body but filter out the burning rays of the sun. Three Evans, or equal, motor-driven roof ventilators located as shown on drawing.

#### *Roof Quarters, All Steel Construction*

The roof quarters are to be in one piece with the roof top and to be rounded to a 6" radius, backed and supported by 16 gauge or stronger pressed steel stampings as mentioned under framing.

#### *Fenders, Crown Type*

The fenders are to be a crown type fender and are to extend in width to cover the dual tires of the chassis. They are to be constructed of 16 gauge steel and completely enclose the wheels above the skirt line and protect the understructure of the body against water and mud.

#### *Side Door, Full-length, Single Type—1 Side Door in Body, 2 Side Doors in Cab*

The side door to be constructed of thoroughly air-dried Northern hardwood properly braced with all joints mortised and screwed to prevent sagging. The exterior of the door to be covered with 20 gauge copper-bearing, auto-body steel.

The interior of the door to be covered with  $\frac{1}{4}$ " three ply veneer. The doors to be 26" wide, single type, with full length stationary window of safety sheet glass (size shown in drawing), made completely waterproof, equipped with two horizontal chrome-plated bars on exterior and two on interior as shown in drawing and to be used in opening and closing the door. Knife seal construction at top to prevent water seepage. Doors mounted with heavy duty piano type

hinge. Hinge joint covered with heavy protective material, on the inside, to prevent pinching of fingers.

Yale type door checks on doors. Chrome-plated hand rails to be provided on each side of each step well.

Each side door to have a step well to be constructed of heavy steel tread plate with 8" treads. Two steps are to be built inside the body and the third step is hinged to fold into the body when not in use and is so hinged that the hinge joint will not interfere with the tread of the step. Safety lights are mounted in each step well.

#### *Insulation, Fibreglass Construction*

Top, side walls, and roof quarters of body insulated with 2" of Libby-Owens-Ford or equal insulation, between the exterior and interior panels.

#### *Floor Covering*

After shelving is installed in bookmobile unit the floor is covered with high grade heavy duty  $\frac{1}{8}$ " thick battleship linoleum. This is metal bound around open edges to insure long life. Color is selected to tie in with the interior trim of unit.

#### *Lighting*

The interior of the body is to be wired for both 6 volt battery current and 110 volt power line current. The 110 volt is to enter the body at boxes installed at both right front and rear of the body. A fuse disconnect switch is to be installed and two interior, two-way wall plugs in front and rear of the body installed for connecting appliances. All wiring shall be installed in loom. 200 feet of heavy duty 12 gauge rubber covered electrical cord shall be furnished with proper fittings as an extension cord for power line current to the unit.

In connection with the 110 volt wiring, there shall be a 1000 watt generator powered with a gasoline engine piped direct to the main gasoline tank so it will operate independent of the chassis engine. This unit is to be mounted under the floor between the frame of the chassis in the extreme rear. This unit is to be used when the plug-in system is not available.

Interior lighting is to be supplied by continuous fluorescent light fixtures of the straight type on both sides and across the front and rear of the body as shown in the drawing in addition to three 6 volt dome



lights. There will be recessed lights in the step wells protected with a grille.

The exterior of the body is to be furnished with lights and reflectors in accordance with I.C.C. requirements, and to conform with Minnesota state laws. This includes red and amber lights, turn indicators, and reflectors on front, rear, and both sides. Two stop and tail lights in rear. A trickle charger to be installed to keep the main battery of the chassis fully charged.

#### *Heating*

A heavy duty hot water heater to be installed in the driver compartment. Two Hunter Model UH 43, or equal, gasoline heaters supplying 30,000 BTU each per hour to be installed in the body. There shall be one installed on each side at floor level as shown in the drawing. They are to be installed to operate independently of the chassis engine and to be thermostatically controlled with a thermostat mounted on the wall separate from the heating units.

#### *Painting, Synthetic Enamel*

The metal on the exterior of the body is to be properly prepared and then painted with four coats of paint — a prime coat and three finish coats. After the body is lettered it shall have a coat of varnish. The finish coats of paint are to be synthetic enamel,

colors to be selected. The front part of the roof including the roof quarters shall be painted aluminum to reflect heat.

The under part of the body and the understructure of the entire chassis is to be sprayed with a heavy asphalt waterproof rust resisting undercoater.

Two color paint job — dark grey below and light grey above in straight line on sides, curved in front to follow ventilator. Crimson lettering. Color charts to be furnished.

#### *Lettering*

To be applied in accordance with the following designs:

Sides—"St. Paul Public Library Bookmobile"

Front—"Bookmobile"

Rear—"St. Paul Public Library Bookmobile"

Size, type and color to be selected.

#### *Inspection*

The owner shall have the privilege of rejecting all or any part of workmanship or materials and shall have the privilege of delegating a representative to visit premises where unit is being constructed to inspect workmanship and materials.

#### *Delivery*

Delivery of this vehicle shall be F.O.B. St. Paul, Minnesota.

# M. L. A. District Meetings, 1950

MARY C. BAKER, *Vice President*

Nearly 300 librarians, trustees and Friends of the Library attended District Library meetings held in five sections of the state: Bovey, May 3; Bemidji, May 4; Mankato, May 11; Worthington, May 12; and Alexandria, May 16. These meetings were sponsored by the Minnesota Library Association and the Library Division, and at Bovey by the Arrowhead Library Club and the Range Trustees Association. Each meeting was arranged by the local chairman and in general followed a similar pattern. The morning sessions were conducted by librarians and took the form of discussion groups. All meetings had a Panel entitled "Current Facts About the Minnesota Library World" as a featured part of the program. Russell Schunk acted as moderator at Bovey, Bemidji and Alexandria and Emily Mayne was moderator in Mankato and Worthington. Librarians and trustees took part in each Panel and included: Nellie Yantes, Marie Knudson, Harold Reich, Francis Method, Margaret Leonard, Josephine Smith, Helen Young, D. R. Watkins, H. R. Bradt, Mrs. Sidney Buttz, Mary L. Dyar, Glenn Lewis, Mrs. J. R. Sweasy, Mrs. Clair St. John and Mary C. Baker.

Betty Engebretsen of the Minneapolis Public Library gave a talk on children's books entitled "Books You Would Be Reading If You Were Young" at the Bovey, Bemidji and Alexandria meetings. Dorothy Jefferson, Children's Librarian at Winona Free Public Library, talked at the Mankato and Worthington meetings on "Children's Books Too Good to Miss."

Bovey had the first meeting with Mrs. Eva Kieren, Librarian at Gilbert Public Library, as Chairman and Mrs. E. F. Fochtman, secretary of the Range Trustees, as co-chairman. Wallace Haskins of Duluth gave the principal speech at the 6:30 dinner at which Francis Method of Kinney presided.

Representative Leonard Dickenson of Bemidji was the luncheon speaker at the meeting held there and Orda Nilsen, Librarian, was Chairman. Mrs. Claire Madden of

Crookston and Mrs. Hazel Halgrim of Thief River Falls conducted the morning discussions. A tour to the Bemidji State Teachers College Library was part of the afternoon program and Waunita Bell, Librarian there, gave an audio-visual talk and showed slides.

Isadora Veigel, Librarian at Mankato Public Library, was Chairman of the meeting held at the library and at the Mankato County Club. Lucille Gottry, Librarian at Rochester Public Library, conducted the morning program which included talks by Edna Steiner, Mrs. J. E. Wettlesen, and Wayne Bassett. Anita Saxine, Librarian at Winona Public Library, showed slides and talked on "My European Tour."

Wayne Bassett arranged the Worthington district meeting which was held in the American Legion club rooms. Morning round table discussions were led by Margaret Eubanks, Robert Stickney and Mrs. Everett Knuth. Dean W. Olson, of the Worthington Junior College, spoke at the luncheon on "A Layman Looks at the Public Library," and Robert P. Brown of the Encyclopedia Britannica Films gave an audio-visual talk.

At Alexandria, Fay Cuzner, Librarian arranged the district meeting with Laurane Wold, High School Librarian, as Co-Chairman. Lewis Olds of Sauk Centre led a discussion on Student Library Assistants and Mrs. Margaret Barthelmy, a member of the Friends of the Library Group, demonstrated the construction of three effective but simple library posters. Gordon Melby, Audio-Visual Director at the high school, showed a movie called "The Loon's Necklace" and spoke on selected films of merit.

At each meeting a collection of expensive non-fiction books which are available to all libraries in the state on a loan basis from the Library Division was displayed.

Many librarians have expressed the opinion that the present type of district meeting is valuable and interesting and engenders a feeling of unity among those following Minnesota's library activities.



# Institute on Storytelling

APRIL 24-25, 1950

UNIVERSITY OF MINNESOTA, CONTINUATION CENTER

Chairman, Isabel McLaughlin, *Director, Work with Children,*  
*Minneapolis Public Library*

## DIGEST OF MEETINGS

### MONDAY MORNING SESSION:

Eulalie Steinmetz, *Supervisor of Storytelling, New York Library.*

The chief reason for telling stories is that they give children food for the spirit. They enlarge horizons, helping children to grow into more discriminating adults.

Also, stories are fun. They started with primitive man, and have been a source of enjoyment through the ages. They help to develop and refine the children's sense of humor.

Storytelling hours give children an opportunity to share an experience with an adult. Story-hours are a social and civic experience. Children must sit still, and learn self-control and respect for the rights of others. They gain the art of listening.

The storyteller also gains from the story hour. She increases her own knowledge by the reading needed for selection and the study to perfect her delivery of the story. She enjoys the satisfaction of sharing the children's pleasure and of being an instrument of their development.

Storytelling is a natural talent, polished and shined until it becomes an art. It takes time for growth of this kind. You must do a great deal of reading; you must re-evaluate and re-judge.

You should read widely for background and intensely for a particular story. Be saturated with the story. Read everything by the author, so that you will have a feeling for the author's style. You can thus more readily get cadence and rhythm in your telling.

When you like a story immediately, then it is the story for you to tell. Otherwise you cannot recreate it for children. You must have enthusiasm for the story, really enjoy it yourself, and want to tell it. It won't matter too much if your art is not polished; if you like the story your sincerity will get it across.

It helps to tell a story from your own background—things for which you have a feeling. You can bring to the story all the experiences of your own life; your knowledge of music, ballet, etc., may enrich the telling.

In many cases it is not so important to tell stories in their exact words, but the teller must always have respect for their flavor. Other stories, as for instance those of Kipling and Sandburg, must be told word for word to keep their full value.

Stories may be memorized in different ways. One is the picture method. Try to see the story while you tell it; know what everything looks like. It is important to recreate the picture for the children. You have only words to do this, and each must take on its full significance. Use of hands, cadence, pauses for effect, lowering and raising of the voice, will come with experience.

Story hour should always be in a room by itself, where it may be quiet and uninterrupted. In New York they use a wishing candle to set the mood. At the beginning of the hour the candle is lit, and at the end the wishes of the children are blown into the hand of the storyteller who then snuffs the candle with the wishes. This ends the hour on the right note.

### MONDAY AFTERNOON SESSION:

Priscilla Edie, *Head of Work with Children, Extension Division, New York Public Library.*

A storyteller needs enthusiasm for children and books, and a desire to get them together. She should have a wide reading knowledge before starting to choose stories. To gain this knowledge, the following books are helpful.

Beginning helps:

*Compton's pictured encyclopedia*, articles on *Folklore* and *Storytelling*

Eaton, Anne T.—*Reading with children*

Hazard, Paul—*Books, children and men*

Mahoney, Bertha E. and Whitney, Elinor—*Contemporary illustrators of children's books*

———*Five years of children's books*

———*Realms of gold*

Valuable books by storytellers:

Colum, Padraic—*Fountain of youth* (has an inspiring chapter on storytelling, with the author's own collection of stories for telling)

Sawyer, Ruth—*Way of the storyteller*

Shedlock, Marie L.—*Art of the storyteller* (written from the scholarly, classroom point of view; useful to teachers)

Anthologies:

Bleecker, Mary N.—*Big music; or, Twenty merry tales to tell*

Bryant, Sara C.—*Stories to tell to children*

Davis, Mary G.—*Baker's dozen*

De la Mare, Walter J.—*Told again*

Tyler, Anna C.—*Twenty-four unusual stories*

There are three types of source material for storytelling. They are folk tales, imaginative stories, and books from which excerpts may be taken.

### 1. Folk Tales

Folk tales, which were told before they were written, have lived for hundreds of years and have universal appeal. They have passed from land to land, and, though their plot and structure may remain the same, they have taken on the life and appearance of the different folk groups.

*Folk tales from the Far East:*

#### INDIA

*Panchatantra*, tr. by Arthur P. Ryder (have mostly animal characters, with moral lessons that are not too obvious)

#### CHINA

Bishop, Claire H.—*Five Chinese brothers* (similar to Grimm's *Six Servants* and the Russian *Seven Simeons*)

Hsi yu chi—*Adventures of Monkey*; tr. by Arthur Waley

Lim, Sien-Tek—*Folk tales from China*

Chan, Christina—*Magic monkey* (a picture book)

#### JAPAN

Hearn, Lafcadio—*Japanese fairy tales*

James, Grace—*Green willow, and other Japanese fairy tales*

Ozaki, Yei T.—*Japanese fairy book*

*Folk tales from the Near East:*

#### ARABIA

*Arabian nights*

#### PERSIA

Kelsey, Alice G.—*Once the Hodja*

Also the hero tales of Antar and of Rustam, which are too difficult for any but experienced storytellers

*Folk tales from Europe:*

#### RUSSIA

Carrick, Valery—*Picture tales from the Russian* (the most popular is *The bun*, the Russian version of *Gingerbread boy*)

Pushkin's stories

Ransome, Arthur—*Old Peter's Russian tales* (these are the best in this list; the words are just right for storytelling)

Wheeler, Post—*Russian wonder tales* (have the feel of the elements and the sweep of Russian plains, but are rather too long to be read aloud)

Zeitlin, Ida — *Skazki* (stories of oriental splendor, with quite a bit of cruelty; romantic adventure for older boys and girls)

#### FINLAND

Baldwin, James — *Sampo; hero adventures from the Kalevala*

Bowman, James C. and Bianco, M. W. — *Tales from a Finnish tupa*

Deutsch, Babette—*Heroes of the Kalevala, Finland's saga* (necessary for good background, the stories are well told, with poetic phrases)

Fillmore, Parker H.—*Mighty Mikko* (delightful)

———*Wizard of the North*

#### POLAND

Borski, Lucia M., and Miller, K. B.—*Jolly tailor, and other fairy tales*

#### CZECHOSLOVAKIA

Fillmore, Parker H. — *Czechoslovak fairy tales*

———*Laughing prince*

———*Shoemaker's apron*

#### SCANDINAVIA

Asbjornsen, Peter C., and Moe, J. E.—*East of the sun and west of the moon* (good retellings are Gudrun Thorne-Thomsen's *East o' the sun and west o' the moon*, George A. Dasent's *East o' the sun and west o' the moon*, and Sigrid Undset's *True and untrue*)

Baldwin, James—*Story of Siegfried*

## GERMANY

Grimm brothers fairy tales (Wanda Gag's versions are especially good, and can be used just as she wrote them)

## DENMARK

Hans Andersen's fairy tales  
Hatch, Mary C.—*More Danish tales*  
———*Thirteen Danish tales*

## ENGLAND

Jacobs, Joseph—*English fairy tales*  
———*More English fairy tales*  
Potter, Beatrix—*Peter Rabbit*  
———*The tailor of Gloucester*  
Pyle, Howard—*Merry adventures of Robin Hood*  
———*Some merry adventures of Robin Hood* (abridged)  
———*Story of King Arthur and his knights*

## IRELAND

Padraic Colum's stories  
Hull, Eleanor—*Boys' Cuchulain*  
McManus, Seumas—*Donegal wonder book*  
(and his others)  
Young, Ella—*Celtic wonder tales*  
———*Tangle-coated horse, and other tales*  
———*Wonder smith and his son*

## FRANCE

Charles Perrault's fairy tales

## SPAIN

Boggs, Ralph S. and Davis, M. G.—*Three golden oranges*  
Sawyer, Ruth—*Picture tales from Spain*

*Folk tales from Africa:*

Courlander, Harold, and Herzog, George—*Cow tail switch*

Kalibala, Ernest B., and Davis, M. G.—*Wakaima and the clay man*

*Folk tales from America:*

The Paul Bunyan stories

Carmer, Carl — *America sings* (tales and songs from each section of the country)

Chase, Richard—*Grandfather tales; American-English folk tales*

———*Jack tales* (stories brought to the U. S. by early pioneers; European folklore, dressed in Southern costume)

Gillham, Charles E.—*Beyond the Clapping mountains* (Eskimo stories)

Malcolmson, Anne B.—*Yankee Doodle's cousins* (tall tales)

## 2. Imaginative Stories

De la Mare, Walter J.—*Told again* (and his others)

Kipling, Rudyard—*Jungle book* (and his others)

Pyle, Howard—*Pepper and salt*  
———*Wonder clock*

Sandburg, Carl—*Rootabaga stories*

Wilde, Oscar — *Happy prince, and other fairy tales* (Wilde's stories take a lot of time and effort, but are well worth all the storyteller puts into them)

## 3. Books from Which Excerpts May Be Taken

McCloskey, Robert—*Homer Price*

Collodi, Carlo—*Pinocchio*

Hale, Lucretia P.—*Peterkin papers*

Travers, Pamela L.—*Mary Poppins*

## TUESDAY MORNING SESSION:

Miss Steinmetz and Miss Edie

Reading aloud does not take the place of storytelling. Storytelling permits more of a sharing between the teller and the children. However, reading has a place of its own and should be done more and more. Today, when so many things are condensed and cut and changed, it is important to give the children the privilege of hearing the author's own words. Many children do not read well, and sometimes understand better when the story is read to them. Reading aloud gives a good chance to introduce such books as the Kipling stories, which are better in the original words, and stories that are too long for telling.

Reading aloud has certain requirements:

1. Know what you are going to read. Be familiar with the words, contents, and feeling. Know when and where to cut.

2. Be familiar enough with it so that you can look up at the children. Reading with eyes stuck in the book and voice muffled accomplishes nothing.

3. Choose something worthwhile to read, not something children can and will read for themselves. Give them some book they might not otherwise find.

4. Read whole books, chapter by chapter. A reading-aloud-time can be held once a week or more often, at a designated time.

5. Reading-aloud groups are usually more informal and so are usually better if they are small.

Some good books to read aloud: Benet—*Book of Americans*; Gannett—*My father's dragon*; Hale—*Peterkin papers*; McCloskey—*Homer Price*; Travers—*Mary Poppins*.

Poetry reading may be combined with story reading, poems being chosen to fit into the mood of the story. However, poetry should not be used more than the children want it.

Picture books are used for the small children, and may be half-read-half-told. The picture books chosen for reading should be rich in story material. Time must be given for the children to see the pictures during the reading and after. In many instances children who have outgrown the picture book age are still interested in listening, for they were not introduced to picture books in their early childhood.

Some good picture books to read aloud: Bemelmans—*Madeline*; Bishop—*Five Chinese brothers*; Brooke—*Golden goose book*; Brown—*Stone soup*; Caldecott—*Milkmaid*; Harris—*Little boy brown*.

In discussing the use of records in the formal story hour, Miss Steinmetz expressed herself quite firmly as being opposed to the use of music as a background. There is too much mechanization in the world today, and children really need the personal contact, the human rather than the mechanical. Storytelling being an art in itself, does not need to depend on other art to support it.

The recordings for children on the market today are very mediocre. Most of them are not telling a story but rather, by using actors, sound effects and narration, are producing a dramatization. Among the recommended records given by individuals are: *The Bible stories* by Charles Laughton, especially *David and Goliath*, and *The fiery furnace*; Frank Luther's *A. A. Milne songs*; Mrs. Frances Sayers' *Uncle Remus*; Mrs. Gudrun Thorne-Thomsen's *Sleeping beauty*; and Gloria Chandler's *Folksongs*.

In the field of television, Miss Steinmetz felt that much was yet to be accomplished before storytelling in its own right would be used. She has great faith that the future will discover the possibilities and that then the true storytellers will be ready and eager to give their art to the video audience.

## TUESDAY AFTERNOON SESSION:

Miss Edie and Miss Steinmetz.

The early part of the Tuesday afternoon session was devoted to group discussions of storytelling. Many of the problems and questions brought up were answered in the general question-and-answer period which followed.

*What is the New York Public Library storytelling system? Is time allowed for preparation, and what is the length the stories told?*

The time allowed for preparation depends on the Branch, the staff head, and the amount of help available. Selection of stories is made at the library, but the majority learn the stories on their own time. Story and picture-book hours are held weekly from Hallowe'en through May Day. Story hour lasts at least one-half hour, but may last up to one hour, depending upon the interest of the group. The storyteller plans to tell two stories, but has a third in reserve to use if needed. It is desirable to have the children sit on chairs and the storyteller stand, unless the children are small, in which case it is better for the storyteller to sit so that the child does not have to look up. In planning the seating arrangement allow ample room for elbows and knees.

*What is the relation of the storyteller to the rest of the staff?*

Storytellers are children's librarians and any other assistants who are interested, or who may have a special talent to bring to the story hour. There is an apprenticeship for all new storytellers during which time Miss Steinmetz talks to them and helps them with their first story. They begin with the picture-book hour which is simpler than the story hour. Here they can refer to their books and become acquainted with their own voices. Meantime there is considerable reading of folklore and other storytelling material. From the picture-book hour the new storyteller progresses to her first story hour at which time she is left alone with the children. The second time an experienced storyteller (another children's librarian) listens in and encourages her, and then finally Miss Steinmetz and the children's librarian share a story hour after which they hold a conference with the new storyteller.



In the spring of each year there is a symposium for all storytellers at which the new people tell stories to the others.

*What do you do about interruptions?*

The purpose of storytelling and how one is to conduct himself during story hour is explained to all new children beforehand, and boys and girls are not permitted to enter during the hour except at pauses between stories. If a child cannot follow the pattern he cannot come to story hour; but for the small children a picture-book hour is planned. Spontaneous interruptions are worked into the story if possible, and only when necessary does the storyteller stop for an explanation. Simple words are never substituted for difficult ones; a brief explanation such as, "moat, that is a great ditch" is better. Do not drop the language of the story. Children who interrupt just to attract attention should be told to be quiet.

*Do you announce the title?*

The title is announced informally, and the book containing the story is on the table during story hour. Sometimes the title can be told at the close of a story. Also one might say, "another story in the book is—."

*What about the use of darkness?*

The room should be lighted so that the children can see the face of the storyteller. The use of candles is effective, particularly at twilight hour.

*Must a story be completed in one sitting?*

Most stories are completed in one sitting, but they need not be. *Beowulf* has been done in three.

*What is the role of the storyteller on the playground?*

In New York the children's librarian works with other community agencies, such as churches, settlements, and Scout groups. This is an extensive program. The librarian goes into parks at assigned times to tell stories. Because of the wide range of ages on the playgrounds one must select material carefully. Picture books such as *Madeline*, *Little Bruin*, or *Little Carousel* are good. A wide repertoire is necessary because one has to be prepared for anything, and be able to change her story at a moment's notice. It is well to suit the story to the situation. Winter and snowy stories are good to tell on hot days.

*Why is there such great emphasis on the use of folklore for storytelling?*

Folklore will touch all backgrounds; it makes a universal appeal. Folk stories started by being told and so are natural for storytelling. They are also the simplest and easiest because they start with the setting, have adventure and a conclusion right there. It is a drama simply told.

Other non-fiction can be used with groups or classes as book talks, but does not lend itself to storytelling. In using biography or other non-fiction one needs a homogeneous group of the same age and interests.

*What stories should one tell to boys whose only interest is cowboys?*

Any good adventure such as *Pecos Bill*, *King Stork*, *Billy Beg* and *the bull*, *Robin-hood*, or any other tall tale.

*Where there is only one librarian should she import a storyteller?*

If one has to do this, it is necessary to impress on the story teller the seriousness of it, the purpose and the philosophy, and to impart to her your way of doing.

*What should one do about books, records, and television sets brought to the classroom by the children?*

It is important to give the child a feeling of sharing, but the teacher would have to approve them. It is her responsibility to say "no" tactfully. Sometimes it might be possible to set up a "Share a book corner" or to play a record during a recreation period. None of these things, however, should take the place of the story telling hour.

*Should children be encouraged to participate?*

No. Children are not prepared and therefore do not do well, and so add nothing to a story hour.

The meeting closed with a request for just one more story. Miss Steinmetz complied with an expert telling of *Molly Whuppie*.

*(The foregoing account is based on reports of the various Institute sessions recorded by: Nell Marley, Phyllis Bryan, Evelyn Flood, Jeanne Schuler, Ann Huber, Beverley Warwick, Verlee Gerken, Helen Harrison, Jeanne Bennett, Evaline Schunk, Phyllis Kennedy, Esther Reinke, Ila Higbie, Beth Lawrence, Winifred Haeussler, Betty Welles, Mildred Ostvold and Beverly Saunders. The reports were condensed by A. Rosemary Bowers of the State Library Division. Editor's note.)*

## SALMAGUNDI

### Dedication

Gustavus Adolphus College in St. Peter will help perpetuate the memory of one of the first heroes of the United Nations when the new \$420,000 library, completed in 1948, will be dedicated as the Folke Bernadotte Memorial Library on Sunday, June 4.

Among the special guests at the ceremonies will be the American-born widow of the slain Palestine mediator, the former Estelle Manville. The Countess will bring her two sons with her to hear Dr. Ralph Bunche, who succeeded Count Bernadotte as U. N. mediator, deliver the dedicatory address.

The sleek new library at Gustavus has received wide publicity and continues to attract a steady stream of visitors, particularly building planners from both college and public libraries.

A large and colorful mural has recently been completed on the stairwell wall of the new Gustavus library by Don Gregory, art instructor at the St. Peter school. Based on the Biblical quotation, "The Truth Shall Make You Free," it strikingly depicts Christ in the center teaching four of his followers. Representations of the many phases of college life surround the central figures. Mr. Gregory worked six months to complete the 11 by 18 foot work of art.

### Library Problems

The University of Minnesota through the facilities of its Division of Library Instruction and of the Center for Continuation Study conducted a two-day institute on Minnesota's Public Library Problems, Friday and Saturday, May 19 and 20, on the Minneapolis campus. The institute was presented with the cooperation of the Minnesota Library Association and the Library Division of the State Department of Education. Dr. Errett W. McDiarmid, Director, Division of Library Instruction, University of Minnesota, served as chairman.

Those in attendance considered Minnesota's public library problems, the essential elements of a state library plan, the social, political and financial problems affecting li-

brary service in Minnesota, and what is needed to secure a forward-looking library program for Minnesota's library needs.

The institute featured Miss Helen A. Ridgway, Chief Public Library Specialist of the American Library Association. Among other speakers were Mr. Russell J. Schunk, Director of the Library Division, State Department of Education; Mr. Louis C. Dorweiler, Jr., Director, Legislative Research Committee of the State of Minnesota; Dr. C. C. Ludwig, Professor of Political Science and Director, League of Minnesota Municipalities; and Dr. Douglas C. Marshall, Associate Professor of Sociology and Social Work. The program included talks, discussion groups, and reports and recommendations from groups interested in County Libraries and in Public Libraries, both large and small.

### Public Relations

Of special interest to the librarian in the medium-sized or small library who is constantly faced with problems of poster-making, window displays, and exhibits, will be the Preconference Public Relations Workshop to be held at the Cleveland Public Library on Sunday, July 16.

Sponsored by the ALA Public Relations Committee, the all-day workshop will be a "how-to" session for the librarian who does not have a commercial artist on the staff. Stressing exhibit ideas as well as techniques, materials, and promotion devices, the workshop will be a practical demonstration by specialists in their fields.

Long noted for her exceptional window displays, Miss Kate Coplan, Exhibits Director of the Enoch Pratt Free Library, will open the workshop, and with her assistant, will give a two-hour demonstration of materials and techniques. A panel discussion on methods of publicizing exhibits will have as its participants Miss Coplan; Mr. Albert C. Young, Supervisor, Public Relations and Exhibits, Cleveland Public Library; Miss Eva Louise Robertson, Administrative Assistant, Tacoma Public Library; Miss Muriel Perry, Librarian, Decatur Public Library; Miss Katherine Laich, Administrative As-



sistant, Los Angeles Public Library; and Mr. Harold L. Hamill, City Librarian, Los Angeles Public Library, and Chairman of the ALA Public Relations Committee, Leader. Headed by Mr. Young, the Cleveland Public Library's public relations staff will climax the session with a demonstration of poster-making and a tour of the Cleveland Library.

Since registration for the workshop is limited, librarians interested in attending should send their checks for \$2.00 immediately to Harold L. Hamill, Public Library, 630 West Fifth Street, Los Angeles, California.

### Maps, Atlases and Globes

A list of 1,000 maps, atlases, and globes published and copyrighted in the United States during the latter half of 1949 has just been issued by the Copyright Office of the Library of Congress. This catalog, which provides, in one place, descriptions of the current maps produced by the map publishers of the country, is the sixth in a series begun in 1947 and available from the Library at fifty cents a copy.

Included in this catalog are maps of oil lands, agricultural products, recreational areas, roads, railroads, parcel post zones, aerial routes, radio networks, rail freight tonnage, real estate ownership, market surveys, density of population, religions and races of the world, mineral resources and timber lands. The catalog also includes pictorial, celestial, and historical maps, and city plans for both large and small cities, some with less than 25,000 population. In addition to sheet maps, globes, atlases, aerial photographs and relief models are listed.

The information given for each map includes the name of the person or firm under whose authority the map was prepared, title, area, publisher and place of publication, series, size and scale, the day, month, and year of publication, and legal data concerning copyright.

Access to maps is provided, in addition to the authority, by cross-references in the same alphabet from area, editors, cartographers, compilers and copyright claimants.

### Index Company

The story behind the development of such publications as the *Reader's Guide to Periodical Literature* and the *Cumulative Book*

*Index* is told in a new book published by the University of Minnesota Press.

The book, *The H. W. Wilson Company*, is the history of the bibliographical index company's 50 years of operation, beginning in a building across from the University's main campus entrance and moved to New York in 1913.

*The H. W. Wilson Company* has several further ties with the University of Minnesota. It was written by the newspaperman and researcher, John Lawler, who was graduated from the University in 1939. H. W. Wilson, founder of the company, is also a former University student and operated the bookstore in the University's "Old Main" building in the 80's and 90's. And the company's vice president, Howard Haycraft, is a 1929 graduate of the University, a former managing editor of the *Minnesota Daily* and a former staff member of the University Press.

The book's foreword was written by Errett W. McDiarmid, University of Minnesota librarian.

Illustrated with pictures of the people and places important in the company's history, the book includes photographs of the "Old Main" bookstore as well as of the company's Minneapolis building.

In order to write the book, Lawler spent weeks in studying the company's actual operations, interviewing staff and officers personally and examining all of the company files.

He tells how the company grew from a staff of one person, Mrs. Wilson, to an enterprise employing 375 people and supplying information to approximately 45,000 libraries, business firms and individuals.

### Freedom of Information

Speaking in global terms, there is increasing lip-service to, and decreasing application of, freedom of information, according to the conclusions reached by Harry J. Krould, Chief of the European Affairs Division of the Library of Congress, after a thorough survey of the literature produced on this subject during the last decade.

This appraisal of the situation is made by Dr. Krould in his introduction to a new Library of Congress publication entitled *Freedom of Information; A Selective Report*

on *Recent Writing*, which has just been released for distribution. The study, including an annotated bibliography, was prepared under Dr. Krould's direction by Miss Helen F. Conover, of the European Affairs Division Staff.

*Freedom of Information* reviews the literature of its subject in general on the international level and then surveys the comments published on the topic in the United States, Great Britain, France and other European democracies, and in Latin America. A final section comments on the totalitarian meaning of the concept and, in Dr. Krould's words, "gives an opportunity to indicate that totalitarian states pay, unintentionally, the highest tribute to freedom of expression, since they do not dare to attack this fundamental right and prefer to distort it by definitions and abolish it by practice." In the nations under authoritarian control, the concept has been shaped to fit a pattern that has nothing in common with the western democratic meaning, according to the report. In the totalitarian states, so the report concludes, "freedom" is construed as "the will of the people," or even as "the best interests of the people," with the dictator alone defining and expressing it.

The longest section of the report is devoted to appraisal of comment on the subject in the United States. The author finds that "during the last century in which the press has been increasingly an economic matter, the discussion has shown less fear of governmental infringements of the freedom of expression than of the control of mass media by small groups representing concentrated influence or wealth. This growth, as is pointed out throughout the literature, has led to the general admission that mass communications need a control exercised by a responsible press itself, rather than governmental regulation." Besides treating freedom of expression in the press as a whole, the report also considers in separate sections the writings on freedom in the use of motion pictures and broadcasting.

The study comprises 153 multilithed pages and may be purchased by those interested for \$1.00 a copy from the Card Division, the Library of Congress, Washington 25, D. C.

### Extension Workshop

The School of Library Service, Columbia University, announces a workshop for Extension Librarians, from July 24 through August 11. Under the direction of Dr. Robert D. Leigh of Public Library Inquiry fame, the workshop will focus its attention upon possible methods of extending and improving library facilities in units larger than local, town and municipal areas. Factors to be dealt with include: getting local government units to work together, service and financial relations between localities and states, enlisting citizen and governmental support, the role of the state agencies and programs of service. For further information write to the Dean, School of Library Service, Columbia University, New York 27, N. Y.

### Buildings

The Columbia Heights Public Library recently moved into larger rented quarters. The new location, next door to the former library, is supplied with modern lighting fixtures and a new floor covering. The interior has been re-decorated and the exterior will be re-stuccoed during the summer.

Lake City Carnegie-Tryon Public Library has installed a new heating plant, redecorated the interior and added a number of book stacks.

The Watonwan County Library has moved into its new building, a remodeled private home. Fluorescent lighting and a modern use of color feature the building. The porch has been converted for use as a summer reading room.

Among new school library facilities being planned are those at Richfield, Excelsior and Walker.

### Audio Visual News

Wayne R. Bassett reports that the Nobles County Library at Worthington has sponsored a film council. John Gustafson of the Worthington Public Library Board has been elected temporary chairman. At the same time the public library has launched a program for the acquisition of a library of phonograph records. Aided by the Julia Hyland bequest, a phonograph of wide range, equipped to play records at speeds of 78, 45 and 33 $\frac{1}{3}$  revolutions per minute has been purchased.

The Martin County Library launched a weekly radio broadcast over KSUM at Fairmont, according to Robert L. Stickney, librarian. The program titled "Your Library" is broadcast at 8:15 P.M. Mondays.

### New Station

The Washington County Library has opened a new station at Hugo. Located at Hugo school house, it is under the direction of three teachers, Hermie Johnson, Mary Malone and Pauline Ackerman.

### Personal

Minnesota librarians were shocked to learn of the death of Charlotte Matson, head of the circulation department of the Minneapolis Public Library. During her 34 years with the public library, she had served as head of four branch libraries before assuming the main library circulation department position in 1940.

Another Minneapolis librarian recently passed away. She was Mabel L. Abbott, a retired member of the staff of the Minneapolis Public Library. She had served for about ten years as head of the Music Department there before her retirement in April, 1934.

The Worthington Public Library has announced the resignation of Mrs. Florence Humiston as librarian after 17 years of service. Mrs. Everett Knuth of the present staff will serve as acting librarian until the services of a new librarian are secured.

Robert L. Stickney of Minneapolis has been appointed head of the Martin County Library. A recent graduate of the University of Minnesota Division of Library Instruction, Mr. Stickney succeeds Emily Mayne, now supervisor of the extension division in the State Library Division.

L. L. Schaeffer, president of the Isanti County Library board, has announced the appointment of James L. Larson of Paynesville as the new county librarian. Mr. Larson has a teaching and school library background. He succeeds Lelia Hall, at present assistant county librarian of the Marshall-Lyon County Library.

Ruth Samuelson of Des Moines, Iowa, has joined the staff of the Virginia Public Library as director of library work with children and young people. She is a grad-

uate of the Iowa State Teachers College at Cedar Falls, Iowa, and of the University of Minnesota Division of Library Instruction. She succeeds Rita Darin, who resigned due to ill health.

Lloyd LeDoux, Minnesota, 1950, has accepted the librarianship of the Junior College at Worthington, Minnesota.

Next year's librarian at the junior high school in St. Cloud is Louise Kienlen, a graduate of this year's class at Minnesota.

Mary B. Cropper, who has spent this year at the University of Michigan getting a master's degree, will join the staff of the Teachers College Library at Mankato. She will have the responsibility for teaching the courses in library science.

The Minnesota Association of School Librarians will hold an all day meeting next fall in connection with the M.E.A. conference. The theme of the meeting will be *The development reading program and the school library*. Details of the program will be announced at a later date.

Mrs. Sara W. McIntyre, librarian of the Carnegie-Tryon Public Library in Lake City, has announced that she will retire on July 15 of this year. Her retirement comes after 16 years of service.

### Library Trustees

The Mankato Public Library suffered a serious loss when the board president, Rev. Adolph Ackermann, died recently. Rev. Ackermann was a member of the library board for 23 years, and for 9 years served as president.

Dr. J. G. Havens, a member of the Austin Public Library board since 1929, and its president since 1936, has declined reappointment. Mrs. B. E. Hughes will serve as acting president until August.

After almost twenty-two years of service on the Cloquet Public Library board, Dr. A. B. Stuart has resigned. He was president of the board for the past nine years. Mr. Paul Wagtskjold has been elected to fill the vacancy.

The Range Library Trustees Association held its spring meeting at Bovey May 3, and elected the following officers: Francis Method of Kinney, president; M. L. Malmquist of Grand Rapids, vice president; and Mrs. Everett Forsman of Eveleth, secretary-treasurer.

## OFFICERS

## CALEDONIA—

Charles Dorival, President  
Mrs. Mary Hellickson, Secretary-Treasurer

## CALUMET—

Mrs. Thomas C. Appelget, President  
Mrs. Sam Bogdomovich, Vice President  
Mrs. Arthur Harrington, Secretary-Treasurer

## CANBY—

Mrs. Henry Leverenz, President  
Mrs. Ed Huffman, Vice President  
Mrs. Otto Petersen, Secretary  
Wendell Snortum, Treasurer

## CLOQUET—

Paul Wagtskjold, President  
A. R. Boquist, Vice President

## FARIBAULT—

G. R. Kingham, President  
Mrs. Howard Bratton, Vice President  
Kate I. Cole, Secretary

## FERGUS FALLS—

Mrs. Samuel P. Adams, President  
Chester G. Rosengren, Vice President  
Thomas Wright, Secretary

## INTERNATIONAL FALLS—

Harold Reich, President  
Mrs. A. S. Oliver, Vice President  
Mrs. B. B. Kotilinek, Secretary

## JACKSON—

Mrs. Philip Miller, Chairman  
Mrs. Verlon Davies, Secretary

## MARBLE—

Mrs. William Tellefson, President

## SOUTH ST. PAUL—

Karol Matras, President  
W. M. Fisk, Jr., Vice President  
Mrs. David Grannis, Sr., Secretary

## WILLMAR—

C. A. Oberg, President  
Mrs. A. J. Schneider, Vice President  
Mrs. A. H. Sotendahl, Secretary

## WINONA—

Edward M. Davis, President  
Mrs. A. O. Stibstad, Vice President  
Roy G. Wildbrube, Secretary

## NEWLY APPOINTED

## CLOQUET—

Robert Rice

## WILLMAR—

C. A. Oberg

## SOUTH ST. PAUL—

W. M. Fisk, Jr.

## KANDIYOH COUNTY LIBRARY—

Mrs. Sidney Strong

## Friends of the Library

At the Spring meeting of the Friends of the Alexandria Public Library Mrs. Leonore Osterberg was elected president, and Mrs. H. E. McDonald was chosen secretary-treasurer.

The group plans to conduct Saturday afternoon story hours during the summer months. Volunteer storytellers will serve under the direction of Mrs. Donald C. Brandvold.

The annual meeting of the Washington County Friends of the Library group was held in Bayport, May 3. The following officers were elected: Mrs. O. E. Peterson, Forest Lake, president; Mrs. R. G. Engler, Forest Lake, secretary-treasurer.

The Friends of the Lyon County Library met recently at Marshall and elected as officers for the next two years: Mrs. Elmer Ferguson, Lynd, president; Mrs. Charles Banks, Lynd, vice president; Mrs. H. L. Gregg, Russell, secretary; and Mrs. George Smith, Cottonwood, treasurer.

Mrs. John J. Ryan is the new president of the Merriam Park Library association. Other officers are: James Rogalski, vice president; Mrs. Robert Moore, secretary, A. J. Rosen, treasurer; Mrs. Kenneth Mason, auditor; and Mrs. A. J. Rosen, historian.

## Eye-Ear Training

In order to meet a growing demand for librarians who have been properly trained to handle and use films, radio recordings, slides, exhibits, displays and other so-called audio-visual aids to study and training, the University of Illinois Library School has recently enlarged its regular Field Work schedule to include a laboratory program of practical study and work experience with audio-visual materials. Training in the new



Eye and Ear Laboratory will be opened to a limited group of students who enroll in the school each semester commencing with the current summer session, 1950. Applicants will be admitted to the program on the basis of professional qualifications and need.

According to Dr. C. Walter Stone, specialist in audio-visual and adult education, who directs the new program for the Library School, the Eye and Ear Demonstration Laboratory program represents an experimental "forward step" taken at Illinois to "keep pace with the times and the changing responsibilities of professional librarianship." The Laboratory will provide a practical introduction to audio-visual information and instruction in those skills which are rapidly becoming basic for professional workers.

### Fall Convention

The annual conference of the Minnesota Library Association will be held September 28, 29, 30, at Duluth with headquarters at Hotel Duluth. Reservations should be sent directly to the hotel immediately.

Ralph Ulveling, Librarian of the Detroit Public Library, will be the featured speaker. Mrs. Margaret Culkin Banning will serve as Moderator for a book panel discussing *Book of Interest to Librarians*.

The first general session on Thursday will be a panel discussion of *Minnesota Library Needs*, led by Lucille Gottry.

The convention chairman, Jane Morey, and the program chairman, Alice Brunat, are busy completing plans for the conference, the first held at Duluth since 1936.

### A. L. A. Publications

Then, too, *A Basic Book Collection for Junior High Schools*, the first list expressly for junior high schools, has just been published. Prepared by a committee of teachers and librarians, the list describes 660 books selected to fit the modern curriculum and the interests of junior high school students. Science and invention as applied to every day living, the arts, social life and customs, and the development of civilization have been emphasized more than formal science and traditional history. The need of general and recreational reading in all fields has been recognized. Annotations are good. The list

contains buying, classification, and cataloging information. There is an author, title, and subject index plus a list of magazines.

Also reaching publication this month is *Buildings for Small Public Libraries*, prepared for the Committee on Library Architecture and Building Planning. Here is a title which shows the results and not the "how" of building planning. Included are examples of new library buildings influenced by modern architecture, and church, bank, and store buildings adapted to library purposes. The booklet illustrates that simplification of design does not reduce the beauty and distinction of library buildings. Informality of furnishing, and wider use of color make interiors more attractive. This is typified by the more generous use of glass. It should interest anyone faced with the problem of creating new library facilities or remodeling present library quarters. Many pictures and floor plans are included.

Since the turn of the year the American Library Association has published several titles of interest to librarians, teachers, teacher-librarians, and school administrators. Among these titles is *Subject Index to Books for Intermediate Grades*, 2d ed., Eloise Rue, the newest edition to the well-known Rue Indexes. This volume largely replaces the 1940 Index and the 1943 Supplement. Over 1800 text and trade books commonly used throughout the country are selected, listed under approximately 6500 subjects, and graded with the help of consultants in the teaching and library fields. Useful to the teacher and librarian in locating quickly specific materials at specific grade levels, and for planning units of study for which the library has pertinent material. Useful also as a buying guide to material that will enrich the school curriculum. A tool also for the children's rooms of the public library.

Another title of interest to come from A.L.A. is *A Basic Book Collection for High Schools*, 2d ed., which is an annotated list of over 1700 titles selected in the light of the day to day demands of students and teachers. Annotations not only describe and evaluate, but give information about related books. Appendix lists audio-visual selection aids and appraises magazines for high schools. Buying, classification, and cataloging information for each title. Author, title

and subject index. Useful in children's and Young Peoples' rooms of public libraries.

*Planning School Library Quarters* also recently published by A.L.A. is a functional approach to the problem of fitting the physical plant and services of the library into the educational program of the school. Gives a clear view of location, layout, furniture, equipment for housing all types of materials, lighting, and decoration. The treatment of the relationships of these factors brings together a useful summary of principles that will be of interest to almost any

library. There are pictures, floor plans, and suggested lists of minimum equipment.

Of interest to schools at the college and university level are the *Library Score Cards* published as supplements to Volumes 1, 2 and 3 of Classification and Pay Plans for Librarians in Institutions of Higher Education covering respectively, non-degree conferring institutions, degree-conferring four-year institutions, and universities. The score cards provide measures for evaluating various aspects of library service against suggested national standards. Covers book collections, staff, services, physical plant, etc.

- Rue, Eloise. *Subject Index to Books for Intermediate Grades*, 2d ed. American Library Association, Chicago, 1950. 576 pages. Cloth. \$6
- Dawson, Dorothy: ed. *Basic Book Collection for High Schools*, 2d ed. American Library Association, Chicago, 1950. 196 pages. Planographed. \$2.75
- Nickel, Mildred: ed. *Planning School Library Quarters*. American Library Association, Chicago, 1950. 64 pages. Planographed. \$1.50
- Library Score Cards*. American Library Association, Chicago, 1950. Planographed.
- |  |     |
|--|-----|
| Non-degree conferring institutions 30p. ....       | 65c |
| Degree-conferring four-year institutions 35p. .... | 75c |
| Universities 40p. ....                             | 90c |
- Combination price (all three ordered at the same time to one address) \$2.00
- Berner, Elsa R., and Sacra, Mabel: eds. *A Basic Book Collection for Junior High Schools*. American Library Association, Chicago, 1950. 80 pages. Planographed. \$1.75
- Buildings for Small Public Libraries*. American Library Association, Chicago, 1950. 40 pages. \$1.25



# BOOKS AND PAMPHLETS

## Sure-Fire Stories

Selected by the Children's Librarians of the Minneapolis Public Library

### New Editions for Story Hour

*Ah-Mee's invention.* In: Shen of the sea, by A. B. Chrisman. Dutton.

If Ah-mee had not such a passion for jam, and a habit of getting into mischief, printing might not have been invented.

*The Banyan Deer.* In: Jataka tales, retold by E. C. Babbitt. Appleton-Century.

The supreme selflessness of the King of Banyan deer brings tears to the eyes of the Ruler of the country, and a realization of what a King really is. This is a tale of beauty, with tenderness and meaning for everyone.

*Budulinek.* In: The Shoemaker's apron, by Parker Fillmore. Harcourt.

Budulinek disobeys his grandmother and is carried away by Lishka, the sly old fox. He remains in the fox's hole until he is rescued by the organ grinder. Little children like the repetition of the fox's visit and of the song of the organ grinder.

*Cat and Mouse keep house.* In: Tales from Grimm, by Wanda Gag. Coward-McCann.

A clever, scheming cat, a crock of lard, and a series of suspicious christenings spell misfortune for Grey-Mouse and make a story which is exciting and fun.

*Cat Club; or, The Life and times of Jenny Linsky,* by Esther Averill. Harper.

This is the story about the shy black cat who wears a red scarf and lives in Greenwich Village.

*Clever Peter and the two bottles.* In: Pepper and salt, by Howard Pyle. Harper.

Peter outwits the King and the Princess who together had tricked him out of his magic bottle.

*Dancing kettle.* In: The Dancing kettle, by Yoshiko Uchida. Harcourt.

The little kettle that could dance and sing and do tricks saves the fortunes of the kind junkman who has rescued her from the flames.

*Feather o' my wing.* In: Well o' the world's end, by Seumas MacManus. Macmillan.

A magpie induces one of the daughters of the rich man of Connaught to marry him and thus break the enchantment and again make him a prince. All is well until one day the sister of his bride covets one of the golden plates in the castle and brings back the enchantment upon him for another seven years. His bride is to hire out to the White Lady as a laundress for seven years. His parting gift to her is a feather to wear in her side, and when tasks become impossible she has only to say, "By the feather o' my wing," and they will be done. Laughable situations occur when the servants try to learn the secret of her gift.

*Four arrows.* In: Once the Hodja, by A. C. Kelsey. Longmans.

When Nasr'ed Din Hodja shoots the arrow into the heart of the target he is as much surprised as is the great Emperor, but recovers in time to conceal it.

*Giant who had no heart in his body.* In:

East o' the sun and west o' the moon, by Gudrun Thorne-Thomsen. Row-Peterson. The heartless giant is finally overcome by the beautiful Princess and the brave young lad, with the help of Greylegs the Wolf.

*Gone is gone,* by Wanda Gag. Coward-McCann.

Mounting catastrophe of Fritzl, who thought a woman's work easy, amuses the children no end. His final plight in the soup kettle is sure call for hearty laughter. The refrain of "na, na! What's gone is gone" brings smiles of anticipation as the disasters mount up.

*How the rhinoceros got his skin.* In: Just so stories, by Rudyard Kipling. Doubleday.

"Every rhinoceros has great folds in his skin and a very bad temper, all on account of the cake-crumbs inside."

*Indian Saynday and White Man Saynday.*

In: Winter telling stories, by Alice Marriott. Sloane.

White Man Saynday wants to see Indian

Saynday do tricks. In the end Indian Saynday rides off with White Man Saynday's horse and his fine suit of clothes. Children enjoy this smooth trickery done so cleverly in the telling that they are not sure of being fooled until the last line.

*Jackal and the camel.* In: Stories to tell to children, by S. C. Bryant. Houghton.

This is a short and humorous story, with the camel and jackal each getting what he deserves.

*Jolly tailor.* In: The Jolly tailor, by L. M. Borski and K. B. Miller. Longmans.

The jolly tailor sewed up the hole in the sky, thus stopping the rain and becoming a king.

*Mr. Vinegar.* In: English fairy tales, by Joseph Jacobs. Putnam.

Though it has a different ending, this is the same story as Gudbrand-on-the-hillside.

*Paul Bunyan and the popcorn blizzard.* In: Paul Bunyan swings his axe, by D. J. McCormick. Caxton Printers.

This is a tall tale, good for boys.

*Princess and the vagabond.* In: The Way of the storyteller, by Ruth Sawyer. Viking. Because the princess will have nothing to do with the royal suitors, the king marries her to the "first traveling vagabond who comes begging to the door," who, of course, turns out to be a prince.

*Princess on the glass hill,* by Andrew Lang. In: Princesses and peasant boys, by P. R. Fenner. Knopf.

"When suddenly a knight came riding up on so fine a horse that no one had ever seen the like of it before." The story of how Cinderlad wins the three golden apples, marries the princess and has half the kingdom besides. Boys as well as girls ask for it over and over again.

*Sleeping beauty.* In: Told again, by Walter de la Mare. Knopf.

This charming fairy tale takes the hearer into the realm of enchantment and leaves him there. It is well to know the many versions of this story.

*Snow White and the seven dwarfs,* freely translated and illustrated by Wanda Gag. Coward-McCann.

"Spare my life, Snow White, Rose Red, He who is dead can never wed." This version of the story is easy to tell and well liked by all listeners.

*Sorcerer's apprentice,* by Richard Rostron. Morrow.

The apprentice, Fritzl, was rather stupid and was in great difficulty, when he learned one of the sorcerer's tricks.

*Tinker and the ghost.* In: Three golden oranges, by R. S. Boggs and M. G. Davis. Longmans.

Excellent for Hallowe'en, this is the eerie tale of a brave tinker who sat by the fire in the castle frying eggs while a ghost came down the chimney, piece by piece. The tinker rids the villagers of their fear and wins a nice reward.

*Tom Tit Tot.* In: English fairy tales, by Joseph Jacobs. Putnam.

The peasant girl is to live in luxury eleven months of each year, but during the twelfth month she is to spin five skeins every day under the penalty of death. When she guesses the name of the little imp she is released from her promise.

*Uncle Bouqui and Godfather Malice.* In: Uncle Bouqui of Haiti, by Harold Courlander. Morrow.

The realization that Ti-Malice had been godfather to many babies, and that his gourd of honey was empty were of equal importance to Uncle Bouqui. A tale with a similar theme to that of *Cat and the mouse keep house*, but will provoke more laughter.

*Wakaima and the clay man.* In: Wakaima and the clay man, by E. B. Kalibala and M. G. Davis. Longmans.

This is an African folk tale about Wakaima, the lazy rabbit, and his friend, the elephant.

#### Fiction for Picture Book Time

*Blueberries for Sal,* by Robert McCloskey. Viking.

There is beautiful and simple description in this story in which the children seem to imagine themselves in the same situation. How Sally gathers blueberries and meets a bear who is doing the same proves interesting to small children.

*Don't count your chicks,* by Ingri and E. P. D'Aulaire. Doubleday.

Humor and wisdom flavor this story of the old woman who *did* count her chicks as she walked to market with her eggs.

*Down, down the mountain*, by Ellis Credle. Nelson.

Hetty and Henry raise turnips for new shoes. Their adventures on the way to market rid them of all turnips except one, but they get their shoes.

*Fast Sooner Hound*, by Arna Bontemps. Houghton.

The fastest thing on four legs beats the fastest thing on four wheels, in this story of the hound dog that could beat any train on the tracks whether freight, passenger, or the cannon ball express.

*Five Chinese brothers*, by C. H. Bishop. Coward-McCann.

The slightly gruesome humor of this tale has sure appeal for all ages.

*500 hats for Bartholomew Cubbins*, by T. S. Geisel. Vanguard Press.

In the beginning, Bartholomew Cubbins had only one hat. This is a story about his 500 hats — the last one the most beautiful the king had ever seen so he purchased it for 500 pieces of gold.

*Funny thing*, by Wanda Gag. Coward-McCann.

The funny thing ate dolls until Bobo taught him to eat jum-jills which made his tail grow long and beautiful.

*Great grandfather in the honey tree*, by Sam and Zoa Swayne. Viking.

Children love the exaggeration, the humorous predicament of great-grandfather down in the honey tree and the piling up of good things to eat. The illustrations are large and clear enough for good-sized groups and are helpful in getting across the humor of the situations. The final picture of the nine children in their beds should not be overlooked.

*Little boy brown*, by Isabel Harris. Lippincott.

A city boy, an apartment dweller, has a wonderful day visiting a real house in the country.

*Little bruin*, by Haaken Christensen. Abingdon-Cokesbury.

The animal's features and the pictures make this delightful for children of four to seven. It is rhythmic and easy to tell.

*Little or Nothing from Nottingham*, by Marguerite Henry. McGraw.

This is an amusing circus story about a dog and the bones he buried at every turn.

*McElligot's pool*, by T. S. Geisel. Random House.

This story in rhyme and picture tells what you might catch, "if you are patient and cool, In McElligot's Pool."

*Millions of cats*, by Wanda Gag. Coward-McCann.

The little old man and his wife wanted a kitten, but they found hundreds, and thousands, and millions, and billions of cats on the hill.

*My mother is the most beautiful woman in the world*, by Becky Reyher. Howell.

"We do not love people because they are beautiful, but they seem beautiful to us because we love them." This story needs cutting for storytelling.

*Picnic woods*, by Lillian Robertson. Harcourt.

"It's a perfect day to go fishing"; so fox takes his picnic basket and fishing pole. And what does he catch?

*Stone soup*, by Marcia Brown. Scribner.

There is an amusing twist to the old tale of the villagers who were fooled into making really good soup for the soldiers.

## *Library Conferences*

### *Special Libraries Association*

Forty-first Annual Convention

June 12-16, 1950

Chalfonte-Haddon Hall

Atlantic City, N. J.

### *American Association of School Librarians*

Materials Work Conference

Hollenden Hotel, Cleveland, July 14-16

The theme "Growing in Democracy" will be developed through study groups, exhibits, and speakers. Advance registrations should be sent to Miss Mildred Batchelder, American Library Association, 50 E. Huron St., Chicago, Illinois, with payment of fee at the Conference.

### *American Library Association Meetings*

EXTENSION DIVISION INSTITUTE

Demonstration of Library Service

Friday evening, July 14, Saturday, July 15

Cleveland Hotel, Cleveland

Miss Ruth Warncke, Kent County Library, Grand Rapids, Michigan, is chairman of a steering committee planning the conference. Mr. Raymond Lindquist, Cuyahoga County Library, Cleveland, is in charge of local arrangements. The fee, \$2.00, is to be paid at the Institute.

PUBLIC RELATIONS WORKSHOP

Sunday, July 16

Cleveland Public Library

The workshop will be a practical demonstration of exhibit ideas, over-all exhibit planning, methods, techniques, and materials, conducted by some of the country's foremost experts in their fields. Forward fee of \$2.00 to Harold L. Hamill, Los Angeles Public Library.

AMERICAN LIBRARY ASSOCIATION CONFERENCE

Cleveland, July 16-22

The Public Auditorium will serve as general headquarters for the annual conference. Cleveland committees have planned many tours, visits to libraries and parks, also post-conference visits to historic spots.

### *National Association of State Libraries*

Annual Meeting; Tuesday, July 18, 1950

Cleveland Hotel, Cleveland, Ohio

In a joint meeting with the Library Extension Division of the A.L.A. leaders will discuss Organization of State Libraries in the U. S., Possibilities of Coordinated Library Service Programs, and Public Relations.